

2017 VCE Hebrew written examination report

General comments

The majority of students performed well in the 2017 VCE Hebrew written examination. Generally, students demonstrated a good level of comprehension in listening, reading and writing. However, it is important that students pay extra attention to reading the questions, to ensure that their answers are relevant and respond to the question or task at hand. It is recommended that students continue to practise the various text types and kinds of writing.

The number of marks assigned to each question and the amount of answer space allocated should be used as a guide to the length of the expected response.

In addition, students should pay attention to the layout of the space allocated for each answer.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and Responding Part A – Answer in English

Text 1

Question 1a.

everyone from six-year-olds upwards

Most students were awarded full marks for this question.

Question 1b.

- 'click-clack' knocking/rotation of parts of the cube
- calls of, 'Yes! I won!'
- silence

The majority of students answered this question correctly. An answer that stated 'sounds/calls of happiness' without specifying which sounds, received some marks, but an answer of 'cheers of encouragement, songs and balls shot at the net' was not relevant and was not awarded any marks.

Question 1c.

Speed/agility/quickness (thought, fingers)/dexterity/coordination

Correct answers referred to sporting skills, and not successfully solving a Rubik's cube.

Text 2

Question 2a.

- It will raise the profile of the city./It will put the city on the Israeli tourist map.
- The text mentioned that ‘a picture is worth a thousand words’/photography, a visual advertisement, is quick, effective and easily understood as a medium/photos will attract more tourists/people.

This question assessed the students’ listening comprehension, and only a few students were awarded full marks. Correct answers referred to the aims of the city council, as they were described, and demonstrated an understanding of the term ‘Israeli tourist map’.

Question 2b.

The two prizes have activities with photographers/working or associating with photographers.

The majority of answers were very good.

Question 2c.

The caption on the photograph	Competition topic
‘The city’s first bakery’	Historic site/landmark
‘My grandparents’ teatime’	Man/People in their home

Text 3

Question 3

- He loves music: The activities in the ‘Circle of Drummers’ is musical/different/additional musical experience/ they will create musical harmony/playing musical instruments.
- He likes to help and offer support to others: In the ‘Circle of Drummers’ he will be able to help/he will grow from helping others/he will learn how to help people with special needs.
- He likes the social life and meeting new people: In the ‘Circle of Drummers’ he will not be alone/he will feel a sense of belonging/he will have new friends/he will be able to socialise with new people.

Answers that were organised according to the question received good marks. Students needed to organise their responses under each bullet to provide information about Ran and then explain in the second line how this could be reflected in the ‘Circle of Drummers’. For example, only one mark was awarded to answers that stated ‘Ran likes music’ without explaining how this could be reflected in the ‘Circle of Drummers’.

Part B – Answer in Hebrew

This part of the examination assessed the students’ abilities to thoroughly understand the text they have heard and to convey their answers using correct Hebrew. In order to demonstrate these skills, students needed to provide answers in paragraph format. It is recommended that students pay attention to the layout of the space allocated for their answers, as this indicates how to organise their answers.

Text 4
Question 4

ארבע תשובות מתוך:

- התכנית עונה על ציפיות המאזינים / מביאה הצעות להכנת החג
- התכנית מציעה דרך שונה לברך אחד את השני בחג / דרך מקורית לברך חברים ומשפחה
- משהו שונה לשולחן החג
- התכנית מוסיפה את מרכיב ההפתעה לחג
- התכנית מביאה הצעות לניסוח הברכות
- מנהגי החג נשמרים / דבש / כרטיסי ברכה
- הכנת העוגיות קלה ומהירה / יש מירשם לעוגיות / מירשם פשוט

- (Program responds to the listeners' expectations or requests/offers suggestions for preparation for the festival.
- It suggests a different way to greet one another in the New Year festival./ A novel way to greet friends and family.
- Something different for the New Year table.
- It adds an element of surprise to the festival.
- The program offers them the wording for the greeting.
- The customs of the festival are observed/honey/greeting cards.
- An easy and quick way of preparing the cookies/a recipe for cookies/simple recipe.)

High-scoring answers had a clear paragraph structure and used correct Hebrew that answered the question asked. In contrast, many answers were written in broken sentences and random words that the student picked up in the text. Students did not always demonstrate their skill at organising relevant information into a coherent answer, as was required in this part of the examination.

Text 5

Question 5

חייבים לכלול:

- בית הספר מכין אותו/חושף אותו לשינויים וחידושים/הוא לומד עתונאות בכל התחומים.

ועוד ארבע תשובות מתוך:

- הוא אוהב את המקצוע.
- הוא סקרן ויצירתי - תכונות נדרשות כעתונאי.
- כעתונאי הוא יעסוק במה שאוהב: להשפיע ולשכנע.
- כשנהנים בעבודה, מצליחים בה/יש מוטיבציה.
- יהיו לו כישורים טכנולוגיים לעבוד באמצעי התקשורת השונים.

- (The school prepares him/exposes him to changes and innovations/he is studying all areas of journalism.
- He loves the profession.
- He is curious and creative, which are qualities required in a journalist.
- As a journalist he will be involved with what he likes: to influence and to persuade.
- When you do what you enjoy doing, you will succeed/contribution of motivation.
- Will have technical abilities/skills in different media.)

This question required students to analyse the text and use relevant information in their answer. Not all students did this successfully. Answers that only listed Yuval's traits without explaining in a paragraph how they contributed to his success as a journalist did not receive full marks. It is highly

recommended that students pay extra attention to reading the question before formulating their answer, to ensure they answer the question asked.

Text 6
Question 6

. שש תשובות מתוך:

- בעד:**
- מראה יפה/מוסיף צבעוניות ועניין לעיר
 - זה רומנטי
 - מקור למשיכת תיירים
 - העיר תוכל להיות כמו שאר הערים הגדולות באירופה
 - טוב שיש מקום לאהבה/המקום מביא אושר לאנשים
 - כל מנעול מיוחד ושונה בצורתו
- נגד:**
- הגדר קורסת מכובד המנעולים/מסוכן
 - המפתחות מזהמים/מלכלכים את המיים

(For:

- a nice view/it adds colour and interest to the city
- it's romantic
- a source for attracting tourists
- the city could become like the big cities in Europe
- it's good to have a place for love/the place brings happiness to people
- each lock is special and different in its shape

Against:

- the fence is collapsing from the weight of the locks/dangerous
- the keys pollute/contaminate the water)

Students generally demonstrated a good understanding of the text and answers included both arguments for and against. However, answers that were not in paragraph format or answers that repeated the same aspects using different words did not receive full marks.

Section 2 – Reading and Responding

Part A – Answer in English

Text 7
Question 7a.

Natural factor: evaporation of the water (due to desert climate), leaving salt and mineral deposits

Human-made factor: the establishment of a salt and mineral production plant, and in its footsteps, additional industries/additional plants/building hotels/roads/nature reserves

This question challenged most students. Answers that simply translated the text, instead of understanding it and using the information in the context of the question, and answers that did not state that the construction of the production plant for salt and minerals was one of the initial factors that led to the economic development of the region, did not receive full marks.

Question 7b.

- Stop pumping water from streams and rivers along the way to the Dead Sea.
- Stop the plant for the production of salt/stop drying out the water.

This question assessed students' ability to analyse the ideas and information in the text and to infer meaning from the text in order to read 'between the lines'. Many students answered correctly.

Text 8
Question 8

		How the challenge was overcome
Environmental challenge 1	<ul style="list-style-type: none"> the soil/dry/arid/salty barren/squeaky/not suitable for agriculture/for settling 	They rinsed the soil with sweet water/used water from the Jordan River.
Environmental challenge 2	<ul style="list-style-type: none"> the weather/climate hot/burning/harsh/strong sun 	They planted trees that gave shade/ they installed air conditioners in their homes.
Social challenge	<ul style="list-style-type: none"> the feeling of loneliness and isolation/low morale 	They sang and danced together/were strong-willed/had strong beliefs/raised families/organised local social life: films/communal Shabbat meals at the dining hall.

Answers that clearly differentiated between the challenge faced by the settlers and the way they overcame this challenge scored highly. These answers logically linked the two parts of the answer and clearly demonstrated an excellent understanding, analysis and use of the text and the information it contained. However, 'filling sacks with salt', 'sweating' or 'the mountains that enclose the sea' are examples of broken sentences that do not answer the question and demonstrate a lack of understanding of the text and/or an inability to use the information to formulate a relevant answer. Such answers did not receive full marks.

Part B – Answer in Hebrew

Text 9
Question 9

The text was a letter written by parents to their children, discussing whether electric bicycles are an appropriate gift. The students, as the older siblings, were asked to respond to their parents in a letter expressing their opinion for or against buying an electric bicycle for their younger sibling.

כל נקודה ברשימה הבאה יכולה לשמש להבעת דיעה בעד או נגד

- אחריות של אח/אחות בוגרים/מייעצים להורים
- נוחיות בנסיעות בעיר/תחבורה לבית-הספר
- עצמאות
- מחירים: אוטובוס, אופניים חשמליים
- אופניים חשמליים כפיתוח/המצאה חדשה
- רכיבה על אופניים כספורט/עיסוק בספורט כלשהו
- מסורת רכיבה משפחתית על אופניים
- סכנות על הכביש

(Each of the following points can be used to express an opinion 'for' or 'against':

- the responsibility of an older brother/sister advising their parents
- the convenience of riding in the city/transport to school
- independence
- prices: bus, electric bike
- the electric bike as a new invention/development

- bike riding as a sport/playing any sport
- the tradition of a family bike ride
- danger on the road)

The answer should have been an authentic letter that used the information in the text provided. Students who scored well were those who understood and considered the situation described, formulated an opinion and justified it using the information provided in the text, and articulated a personal, logical, persuasive letter using clear and original Hebrew. Answers that did not use the writing conventions of personal letters, did not formulate a clear opinion for or against or that used random words from the text out of context did not receive full marks.

Section 3 – Writing in Hebrew

Students were required to write an original text in Hebrew on one of the three given topics. In order to comply with the criteria they needed to present relevant content that contained depth and meaning.

Students should have demonstrated an ability to express themselves in Hebrew, to match the register to the task at hand and to write a response in the text type and kind of writing required.

The majority of responses fulfilled most of these requirements and gave various interpretations and perspectives.

Question 10

Students were asked to write the text of an interview with a student from Israel. The interview should have provided information and an evaluation of the question: 'In Israel, should the signs for street names be in Hebrew only?'

הצעות לנקודות אותן יכלול החיבור:

- ריבוי תרבויות/שפות בישראל מצריך שילוט במספר שפות.
- שפות נוספות: אנגלית, ערבית ואחרות. קליטת-עלייה וקשיי שפה.
- עידוד תיירות לישראל.
- חשיבותה/אי חשיבותה של העברית ברחוב הישראלי.
- בלעדיות של העברית בישראל. בינלאומיות בישראל.
- חוויות/נסיונות אישיים בעניין.
- יש להקפיד על סימני כתיבה של ראיון בסגנון כתיבה אינפורמטיבי/מעריך.

(Suggested points/responses included:

- multiculturalism/multilingualism in Israel requires signage in a number of languages
- additional languages: English, Arabic and others
- immigrant absorption and language difficulties
- the encouragement of tourism in Israel
- the significance/insignificance of Hebrew in the Israeli street
- the dominance of Hebrew in Israel
- internationalism in Israel
- personal experiences/experiments on the issue
- apply the conventions of an interview as a text type in the style of informative/evaluative writing.

High-scoring responses demonstrated an understanding of the importance of Hebrew in Israeli culture but also of the fact that various demographics in Israel need signs to be in different languages. These responses included open questions that allowed the 'interviewee' to provide a detailed and in-depth response. In addition, they maintained the structure of an interview and it

was evident that the student knew how to use the information and evaluate the topic. Responses that did not score as well were those that contained contradictory opinions (by the same person), confusion between terms such as 'minority group' and 'ethnic group', or those that wrote a radio interview instead of a newspaper interview.

Question 11

Students were asked to write an article for the education section of a newspaper, in which they describe the importance of the role of parents in supporting their children throughout their school years.

הצעות לנקודות אותן יכלול החיבור:

- תפקיד ההורים בשנות בית-הספר.
- איך מתבטאת תמיכת ההורים.
- מהי החשיבות של תמיכת ההורים.
- תיאור קשיים/נצחונות/משברים/הצלחות משנות בית-הספר.
- יחסי הורים-ילדים.
- שיתוף פעולה בין ההורים לבית הספר.
- יש להקפיד על סימני כתיבה של מאמר בסגנון כתיבה תיאורי.

(Points/responses students could have included were:

- the parents' role during school years
- how the parents' support is expressed
- the importance of the parents' support
- a description of difficulties/triumphs/crisis/successes during your school years
- the relationships of parents and children
- cooperation between the parents and the school
- apply the conventions of article writing as a text type in the style of descriptive writing)

This was the most popular question. High-scoring responses were those that used the writing style of newspaper articles while using an appropriate linguistic combination and that did not simply describe personal memories and experiences using everyday language. Higher-scoring responses referred to the role of parents throughout all school years, as was asked in the question, and not just in Year 12. Those students who wrote an emotional speech focusing on the end of Year 12 were not awarded high marks.

Question 12

Students were asked to write a journal entry about their experiences, thoughts and feelings as if they were inside Noah's Ark.

הצעות לנקודות אותן יכלול החיבור:

- אוכלוסית הנמצאים בתיבה (בעלי-חיים ובני-אדם).
- התנאים, הקולות, המראות, הריחות, ה'שיחות' בתיבה.
- מה קורה בין הנמצאים בתיבה: שנאה? תמיכה?
- רגשות/חוויות/מחשבות/תחושות/תקוות של כותב/ת היומן.
- מה רואים דרך הצוהר.
- יש להקפיד על סימני כתיבה של יומן בסגנון כתיבה דמיוני/רפלקטיבי

(Suggested points/responses students may include:

- the inhabitants of the ark [animals and humans]
- the conditions, sounds, smells; the 'conversations' in the ark

- what takes place among those in the ark
- feelings/experience/thoughts/sensations/hopes of the writer of the journal
- what can be seen through the small window
- apply the conventions of the journal entry as a text type in the style of imaginative/reflective writing)

The majority of students wrote excellent responses to this imaginative topic. Students delved into their imagination, illustrated the life in the ark, and shared their experiences, thoughts and feelings using rich and descriptive language. These responses fulfilled the criteria successfully.